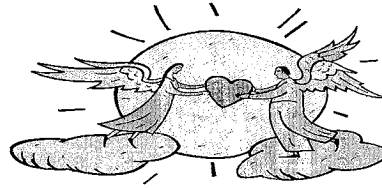








Appendix

" My Heart Will Go On "



Pre-listening task:

Is it always sweet when you are in love? Read the following situations and imagine how you would feel:

	Situation(s):	Your feelings / What will you do?
1) 	Your parents won't let you date the boy / girl because he / she is not rich enough.	
2) 	The boy / girl is going to study overseas for three months	
3) 	You are arguing with your boyfriend/ girlfriend because he / she wants to watch a movie, but you want to go shopping.	
4) 	Your boyfriend / girlfriend is sick, and he / she is in hospital.	
5) 	Your boyfriend / girlfriend died suddenly because of an accident.	
6) 	You love your boyfriend / girlfriend very much, but you find out he / she has secretly dated another boy / girl.	

Appendix m

Post-listening Task 1 : Understanding the theme

- A. Think about the love between Jack and Rose.
Read the following sentences and tick the possible choices:



a.	Rose loves Jack forever, no matter how far away Jack is.	
b.	Rose misses Jack very much because he had to work overseas for a long time.	
c.	Rose always remembers Jack even though they cannot see each other anymore.	
d.	Rose wants to say goodbye to Jack because she will die soon.	

- B. Uncover Rose's feeling

Read the following sentences and see if you agree with them or not.

Write down the lyrics that support your ideas.

	Rose's feeling :	Do you agree?	Why do you think so? (Write down the relevant lyrics.)
a.	She is heartbroken when she thinks of Jack	Yes / No	
b.	she misses Jack very much and he is always on her mind.	Yes / No	
c.	She believes that the love between her and Jack is everlasting, no matter how far away from her he is	Yes / No	
d.	she is full of courage to carry on with her life.	Yes / No	
e.	She does not love Jack anymore	Yes / No	

C. Circle the mood of the song that expresses.

Sad angry serious bitter wistful painful cheerful
Jolly lively sweet romantic relaxed

D. Think about the message (theme) of this song. Read the following suggestion and tick the possible answer

a.	Love can be short and it is better to keep it in one's heart	
b.	The safest place for keeping love is our heart.	
c.	True love can last for a lifetime even though one's life is short.	
d.	True love will fade if we do not let it grow.	

Post-listening Task 2 : Understanding the language

1. How many verses are there to this song? (Verses are sections of the song which have basically same music and different lyrics)

2. When a writer uses the same word or words more than once in a song or a poem, it is called repetition. Repetition can be used to draw people's attention to the word or an idea.

Which phrase or sentence does the writer repeat? Why does the songwriter repeat these sentences or phrases?

3. What tenses are used in this song?

While-listening task:

Listen to the following theme song of a movie called “Titanic”, which is about the relationship between two young lovers, Jack and Rose. Think about the following questions:

1. Who sings the song? Jack or Rose

2. Where is Jack ?

3. What does Rose want to say to Jack in this song?

My Heart Will Go On (sung by Celine Dion)

Every night in my dreams
I see you, I feel you,
That is how I know you go on

Far across the distance
And spaces between us
You have come to show you go on

Near, far, wherever you are
I believe that the heart does go on
Once more you open the door
And you're here in my heart
And my heart will go on and on

Love can touch us one time
And last for a lifetime
And never let go till we're one

Love was when I loved you
One true time I hold to
In my life we'll always go on

Near, far, wherever you are
I believe that the heart does go on
Once more you open the door
And you're here in my heart
And my heart will go on and on

You're here, there's nothing I fear,
And I know that my heart will go on
We'll stay forever this way
You are safe in my heart
And my heart will go on and on



Jack



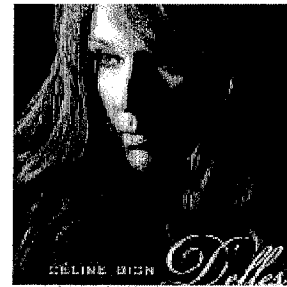
Rose

Appendix

Post-listening Task 3: Writing a song review

A. Song review

Here are two song reviews, but some of the key words cannot be read because of some poor quality printing. Read them through and guess which one is the song review of "My Heart will Go on"



Song Review 1:

This is the theme song of a movie called [REDACTED] sung by [REDACTED]. The song is about the love between [REDACTED]. This is my favourite song because of [REDACTED] superb voice and good performance. It is one of the most romantic songs which always stays in my mind. I think the message of the song is to express the [REDACTED]. I think the idea in the song is inspiring to me because it suggests that [REDACTED] can touch us one time and last for [REDACTED]. " I guess that is the meaning of true love.

Song Review 2:

This is a song from a movie called [REDACTED] sung by [REDACTED]. The song is about how much [REDACTED] loves [REDACTED]. I like the song because it makes me feel happy. The music is jazzy and lively. I think the songwriter wants to remind me that I should be kind and nice to my [REDACTED] because they [REDACTED] me and brought [REDACTED] when I was small. It also reminds me that toys are [REDACTED] to kids. Those children living in the third world may not have [REDACTED]. I can [REDACTED] to children in need.

- B. There are 3 parts in a song review. Can you identify the main idea in each part? Underline the useful phrases and expressions

Express your feelings Introduce the song Write about the message of the song

This is the theme song of a movie called "Titanic" sung by Celine Dion.
The song is about the love between two young lovers, Jack and Rose.

This is my favourite song because of Celine's superb voice and good performance. It is one of the most romantic songs which always stays in my mind.

I think the message of the song is to express the everlasting love between Rose and Jack. I think the idea in the song is inspiring to me because it suggests that "Love can touch us one time and last for a lifetime." I guess that is the meaning of true love.

- C. Write your own song review.

Listen to the song:

<http://tw.youtube.com/watch?v=VxEUn6ozJNA&feature=related>

Longer (by Dan Fogelberg)

Longer than there've been fishes in the ocean
Higher than any bird ever flew
Longer than there've been stars up in the heavens
I've been in love with you.

Stronger than any mountain cathedral
Truer than any tree ever grew
Deeper than any forest primeval
I am in love with you.

I'll bring fires in the winters
You'll send showers in the springs
We'll fly through the falls and summers
With love on our wings.

Through the years as the fire starts to mellow
Burning lines in the book of our lives
Though the binding cracks and the pages start to yellow
I'll be in love with you.

Longer than there've been fishes in the ocean
Higher than any bird ever flew
Longer than there've stars up in the heavens
I've been in love with you
I am in love with you.

Song review:

Part 1:

This is a song called _____
sung by _____. The song is
about ...

Part 2:

I like the song because it makes me feel
_____. The music is ...

Part 3:

I think the songwriter wants to remind /
tell me that ...
I think the message of the song is ...

Song Analysis

My Heart will Go on

Looking at the Meaning

Topic(s): (What is the song about ?)
Valentine's Day, Love and Relationships - This is a theme song of the film "Titanic", Which is about the everlasting love between two young people, Jack and Rose.
Message(s) / Theme: (What is the main idea?)
The key message is true love can last for a lifetime even though one's life is short.
Voices (Who is speaking?)
Someone deeply in love is the speaker. (When referring to the movie, this would be Rose, as she was the survivor)
Mood / Atmosphere: (feelings)
Romantic

Looking at the Language and Structure

No. of verses :	<u>5</u> verses
Bridge	<input type="checkbox"/> YES From "You're here, there's nothing I fear" to " And my heart will go on and on "
Chorus/Refrain	<input type="checkbox"/> YES Near, far, wherever you are I believe that the heart does go on Once more you open the door And you're here in my heart And my heart will go on and on
Language features:	▲ A monologue by one of the lovers, eg; " Every night in my dreams, I see you, I feel you." ▲ 3 tenses are used, including simple past, simple present and simple future
Literary elements: <input type="checkbox"/> the appropriate box(es) and find examples from the lyrics	<input type="checkbox"/> Visual imagery (e.g. metaphor, simile, personification, appealing to different senses) <input type="checkbox"/> Sound features (e.g. rhyme, assonance) <input type="checkbox"/> Other literary elements (e.g. repetition, symbol) Repetition of structure ▲ The phrase "go on" appears nine times to emphasize that the one she loves is always on her mind. ▲ The line "My heart will go on" appears 3 times to stress that their love will last forever.

Appendix m

Pre-listening task

Part 1. Look at the picture and answer the questions.

1.



1. What does a bridge make you think of?
Why?



2. What does troubled water make you think of?

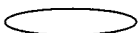
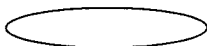
Part 2 Talk to your partner. Tell your partner what the two pictures make you think of.

You can say “

A bridge makes me think of a link that connects people or places from one side to the other. And troubled water makes me think of some dangers in life. How about you?

Part 3

These images are from a song. What do you think the song will be about? What is the title?



While listening task

Part 1

Read the lyrics to the song below and listen to it. You can also watch the video online.

***Bridge over Troubled Water** is the title song of Simon and Garfunkel's final album together, released in 1970. It reached number one on the Billboard and stayed at the top for six weeks in 1970. Paul Simon specifically wrote this song for Art Garfunkel and Art sang it alone. The song originally had two verses and different lyrics. He based the lyrics on Claude Jeter's line "I'll be your bridge over deep water if you trust in me,".*

Bridge over Troubled Water

By Simon and Garfunkel

When you're weary, feeling small
When tears are in your eyes
I'll dry them all
I'm on your side
Oh, when times set rough
And friends just can't be found

Like a bridge over troubled water,
I will lay me down
Like a bridge over troubled water,
I will lay me down

When you're down and out
When you're on the street
When evening falls so hard
I'll comfort you
I'll take your part
Oh, when darkness comes
And pain is all around

Like a bridge over troubled water,
I will lay me down
Like a bridge over troubled water,
I will lay me down Sail on silver girl

Sail on silver girl
Sail on by
Your time has come to shine
All your dreams are on their way
See how they shine
Oh! if you need a friend
I'm sailing right behind

Like a bridge over troubled water, I will ease
your mind
Like a bridge over troubled water, I will ease
your mind



Appendix m

Part 2 Answer the following questions.

A. Looking at the meaning

i. What is the song about?

ii. What is the message of the song?

A friend is always there to _____ you no matter _____.

iii. Who is speaking?

iv. What is the mood the song expresses? (sad, regretful, serious, soothing, supporting, serious)

v. Does the melody of the song help to create this mood? In what way?

B. Looking at the structure

i. How many verses are there to this song?

ii. Is there any chorus in the song? Can you mark the chorus?

C. Looking at the language and literary elements

Finish the following activity without reading the lyrics.

i. Can you correct the **word order** of each line in the table?

ii. ONE word in each line is **not** from the song. Can you put the word in the box at the end of each line?

	Song lyrics	words not in the song
tears in when rhyme eyes your are		
just found chorus and can't friends be		
verse water bridge a troubled like over		
will I simile lay down me		
around repetition pain and is all		
metaphor shine how see they		
sailing I'm behind imagery right		

iii. What is the general name for the words in the box on the right of the page?

iv. Do you know the meaning of the following poetic devices? Do the following matching activity.

- rhyme** ◇ ◇ word or words used more than once
- imagery** ◇ ◇ Something is compared to something else, use of **like /as**
Eg. My love is like a red, red rose.
- simile** ◇ ◇ The sounds (vowel+consonant) of words sound the same.
Eg. grew / you, springs / wings, mellow / yellow
- metaphor** ◇ ◇ Something is described as something else.
Eg. I am a rock. I am an island. (I am as lonely as a rock or an island.)
- repetition** ◇ ◇ A word or group of words are used to create an image in readers' mind

v. Read the lyrics of the song 'Bridge over troubled water' again and answer the questions.

Rhyme

- Look closely at the rhymes at the end of the lines. Note down words that rhymes.

Simile

- What simile is used in the chorus?

- What is compared to a bridge?

- What qualities do the bridge and the friend's love share?

- Invent a simile for the relationship between two good friends.

Metaphor

- What does troubled water in the song represent?

- What do these lines from the song mean? Match the answers on the right.

I will lay me down. ◇

◇ you're poor and have nothing to live on

when you're on the street ◇

◇ I will be there to help you get through it

when evening falls so hard ◇

◇ your dreams will come true

your dreams are on their way ◇

◇ suffer heavy blows

- Invent another metaphor for the difficult times of a person.

Post listening task

Appendix m

Song Analysis

Bridge over troubled water

Looking at the Meaning	
Topic(s): (What is the song about ?)	
Love for friends	
Message(s) / Theme: (What is the main idea?)	
A real friend is always there to support you whatever the situation is	
Voices (Who is speaking?)	
A real friend	
Mood / Atmosphere: (feelings)	
Soothing & comforting	
Looking at the Language and Structure	
No. of verses :	3 verses
Bridge	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Chorus/Refrain	<input type="checkbox"/> YES Like a bridge over troubled water I 'll lay me down
Language features:	▲ A monologue by a friend, " When you're down and out" or " I'll lay me ▲ 3 tenses are used, including simple present, present continuous and sim
Literary elements: <input type="checkbox"/> the appropriate box(es) and find examples from the lyrics	<input type="checkbox"/> Visual imagery (e.g. metaphor, simile, personification, appealing to different senses) A simile is used : " like a bridge over trouble" Some metaphors are used "feeling small" means losing confidence, "times set rough" means time "I'll lay me down" means I will be there to help you get through it. " when evening falls so hard" means when you suffer heavy blows <input type="checkbox"/> Sound features (e.g. rhyme, assonance) some words rhyme e.g. (small) (eyes, side) (found, down, around,) (by, shine, behind) <input type="checkbox"/> Other literary elements (e.g. repetition, symbol) Repetition of structure ▲ Repeat the phrase "like a bridge over troubled water, I'll lay me down" to emphasize that I'll always be there to support and help you no matter what ▲

Appendix m

Language Arts

Song Analysis :

You Raise Me Up

Songwriter: Rolf Løvland (of Secret Garden)

Lyrics by Brendan Graham

When I am down and, oh my soul, so weary
When troubles come and my heart burdened be
Then, I am still and wait here in the silence
Until you come and sit awhile with me

You raise me up, so I can stand on mountains
You raise me up, to walk on stormy seas
I am strong, when I am on your shoulders
You raise me up...to more than I can be

You raise me up, so I can stand on mountains
You raise me up, to walk on stormy seas
I am strong, when I am on your shoulders
You raise me up...to more than I can be

(Choir comes in background as music comes in hard)

You raise me up, so I can stand on mountains
You raise me up, to walk on stormy seas
I am strong, when I am on your shoulders
You raise me up...to more than I can be

You raise me up, so I can stand on mountains
You raise me up, to walk on stormy seas
I am strong, when I am on your shoulders
You raise me up...to more than I can be

You raise me up...to more than I can be

Appendix m

Language Arts

You Raise Me Up

Brief Background

“You Raise Me Up” is a popular song in the inspirational mood. The music was written by Secret Garden’s Rolf Lovland and the lyrics by Brendan Grahan. The song was a hit throughout Ireland, the UK and the USA. It was also nominated for a 2005 Grammy award and Gospel Music Awards.

The song was used for many special occasions. For example, it was used for commemorations of the September 11, 2001 terrorist attacks and for the crew of the Space Shuttle Columbia disaster. In 2007, the song was played at the historic opening of the Northern Ireland Assembly. It was also performed at some celebrities’ birthdays and funerals. A Norwegian football club even uses this song as a club anthem.

Look at the Language and Structure of the song

Structure

1. Which phrase is repeated throughout the song?

2. Why do you think the speaker repeats this phrase many times?

Mood

1. What is the mood of the song?

2. Which line(s) help to create this mood?

3. Does the melody of the song help to create this mood? In what way?

Metaphor

1. What does the phrase “ You Raise Me Up” mean?

2. What do the following phrases from the song mean?

- You raise me up, to walk on stormy seas

- I am strong when I am on your shoulders

- There is no life, no life without its hunger

- I think I glimpse eternity

Sound

1. What words rhyme?

2. Using these letters, how would you name the form of this song?

(eg. A for verse, B for chorus)

Appendix m

Language Arts

Reviews/Comments for this song

- Thomas says

In so many ways this song can lift a troubled or lonely spirit. In our solitude, we can expect the the Spirit of Christ to comfort us. Performed by Celtic Woman, this song portrays our cry from the wilderness.

POSTED 10 DECEMBER 2006 - [REPORT](#)

- Sherene says

This is such a beautiful song. It has blessed my heart so much. May God continue to bless u all.

POSTED 11 APRIL 2007 - [REPORT](#)

- shirleen says

I really love this song. It really moved my heart and teared in eyes, thinking about the past. It's the one and only most fantastic song I've ever heard.

POSTED 29 NOVEMBER 2007 - [REPORT](#)

- John says

It had to be some one who has had an experience with God as I have to write that song and there was a chorus of angels singing it.

POSTED 04 APRIL 2008 - [REPORT](#)

This song was sung at a funeral of someone I dearly cared about. I didn't know this song back then but now I always listen to it because it is so well composed and gives me watery eyes when I hear it.

for my father my mentor and provider | Reviewer: Anonymous | 1/27/09

this song actually inspires me i grew up in a poor family in africa but my father struggled to see me through school I graduated as a medical doctor on his 62nd birthday he raised me up to more than i can be.

very touching | Reviewer: Anonymous | 11/2/08

This song reminds me of my two friends,Bill and Stephan,that help me daily towards being a better person.It also reminds me of the rest of my friends,my familly and my beloved girlfriend,who have helped me in being the man I am today!!!For that reason I would like to dedicate this song to them!!!Thank you all!!!

Its inspired by the divinities of God | Reviewer: Joseph | 3/2/08

All I can really say that HE RAISE ME UP, is truly a song that touches the heart, mind and soul with great peace and healing, as I am pretty sure, it was inspired by the holt angels of God. God bless you and all humanity. To me it should be the Worlds Anthem, far above the national anthems, of the nations of the earth.

Language Arts

you raise me up westliffe | Reviewer: Anonymous | 2/9/08

this song is so special to me. it reminds me of my parents who are no longer with me any more. it also touches my heart they were the ones who raised me up and now i feel sooo lonely without them..

for grandpa joe | Reviewer: erin | 2/7/08

i love this song it was played at my grandpas funeral and every time i hear it, it makes me think of him which is really hard for me to do. westlife u guys rock for making me feel like this again.

Crying tears | Reviewer: Zoe | 1/5/08

I love this song, it makes me cry. it also makes my nana cry because my grandad died 2 years ago on my birthday and even though this song wasn't at his funeral, it still makes us cry and probably always will!

This song for my wife, Jue who love me & care for me when everybody else ignore me & put me away just because i have nothing in this life. only her who look me strait to my heart. Jue,u are my love,my wife, my best friend, my everything. Love Jefry

Powerful | Reviewer: Eithne | 11/19/07

I remember the first time I heard this song, on the Ally McBeal show, and Josh Groban sang it at the Graduation ceremonies. Now, I have a version by Russell Watson that has a second verse, and the song is even more powerful. Just like Alex, when I sing it, I sing at the top of my lungs.Love it.

You raise me up | Reviewer: sena | 11/5/07

this song you raise me up has been will always be a part of my life and does speak alot to my heart. it somewhat has a great impact on me. It reminds me of the greater person who is my Creator who raises me up

About Someone Special | Reviewer: Lizzy | 5/16/07

This Songs So Beautiful, always makes me cry listening to it because my aunty died a few months ago and she wanted this song at her funeral, Wicked Band!! xxxx

The best of the best. | Reviewer: Sa'u Faleseu Pita | 5/1/07

I can say, this is such a great song I have ever heard. The first time I listened it, it brought tears to my eyes. It is so touchy and warmhearted.

I love you (Shape poetry)

You're the one who brought me into this world
to give me an opportunity to experience what

life is about.

Also to show

me how the

world works

when we all

start to come

together and

work as one

team. Also

to show me that there is more to life than money
as it can't buy you true happiness or even love.

You are

my rock

That keeps me

going each and

every day. You put up with my moans

and strups that happen almost every day

but still manage to keep your cool. No

matter the situation you manage

keep it under control without

losing your temper with

anyone. Your smile

can make any

person

smile

too

I can't even

how much

to me. No

words can

you and

you do for me

of the family.

so much love to

don't expect anything

in return, and for

that I have a lot of respect for you mum. I do

love you and will do always until the end.

You and I are one brilliant team together

With an unbreakable bond.

begin to say

you mean

amount of

describe

everything

and the rest

You give out

everyone and

(Acrostic Poem)

My love, my heart, my soul is my gift to you

Your smile, your love is the only reward I would want

Precious, like a gem made by angels to shine forever

Releasing the passion inside me that burns for you

Intertwining our destinies, so that we two soul mates

Now and forever, can live out our hopes and dreams

Creating our own bond of life, to overcome the challenges

Explore the mysteries, and to enjoy life as it should be

Sharing the peace and love, that everyone looks for

So in the end I want nothing, because I have everything I need

- Brian Bihari -

Like A Rose

My love for you is like a red, red rose,

It started as a seed but it's grown and grown.

Its roots reach deep down inside of my chest,

And it grows even more with each passing breath.

The delicate petals lay beautiful and pure,

All the doubts that I've had you have since cured.

For all the thorns that this proud rose bears,

They are all softened by the thought of your care.

Soon the rose grows old and withers and dies,

But the love that helped grow it will last for all time.

- Sam Fedarb -

Appendix m
A Poem and A Song about Dreams

Interview 4 students in the class and ask what their dreams are and what they did / do to achieve them.

Name of Your Classmate	Their Dream	What they did / do

Read the poem 'dreams' by Langston Hughes, an African poet who lived from 1902 to 1967.

Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

- Life is a barren field
- Hold fast to dreams
- Frozen with snow
- For when dreams go

The second stanza of the poem is missing. Please finish it by using the sentences above. (Hint: the structure of the first stanza and second stanza is parallel.

In pairs, discuss and answer the following questions.

1. What is the theme of this poem?

Ans: _____

2. In your own words, what do you think Hughes is saying about dreams? Do you agree with what he says? Why/Why not?

Ans: _____

3. What figure of speech is most distinctive in this poem: metaphor, simile or personification? Provide examples to support your answer.

Ans: _____

Appendix m

Listen to the song 'I dreamed a dream' and guess the missing words.

Link: <http://www.youtube.com/watch?v=9lp0IWv8QZY&feature=related>

< I dreamed a dream >

5	I dreamed a dream in time gone by When hope was high, And I _____ worth living I dreamed that love would never _____ I dreamed that God would be forgiving.	20	And still I dream he'll come to me And we will live our lives together But there are d_____ that cannot be And there are s_____ We cannot weather...
10	Then I was _____ and unafraid When dreams were made and used, And _____ There was no ransom to be paid No song unsung, No wine untasted.	25	I had a dream my life would be So different from this _____ I'm living So different now from what it seems Now life has k_____
15	But the tigers come at _____ With their voices soft as thunder As they t_____ your hopes apart As they turn your dreams to shame.		The dream I dreamed.

Answer the following questions.

1. Did the writer have a dream? How do you know?

Ans: _____

2. What does the word 'tiger' mean on line 12?

Ans: _____

3. Did the writer have a joyful life? How do you know?

Ans: _____

Between the poem and the song, which one do you like more?
Why?

Appendix m
A Song about Family

Wind Beneath My Wings

Bette Midler

It must have been cold there in my shadow,
To never have sunlight on your f_____.
You were content to let me s_____, that's your way,
You always walked a step be_____.

So I was the one with all the glory,
While you were the one with all the str_____.
A beautiful face without a n_____ -- for so long,
A beautiful s_____ to hide the pain.

Did you ever know that you're my hero,
And everything I would like to be?
I can fly higher than an eagle,
cause you are the wind beneath my wings.

It might have appeared to go unnoticed,
But I've got it all here in my h_____.
I want you to know I know the tr_____, of course I know it,
I would be nothing with out you.

Did you ever know that you're my hero,
And everything I would like to be?
I can fly higher than an eagle,
cause you are the wind beneath my wings.

Fly, fly, fly away,
You let me fly so high.
Oh, fly, fly,
So high against the sky, so high I almost touch the sky.
Thank you, thank you, thank god for you,
The wind beneath my wings.

Q1) Who are 'you' in this song? Explain your answer.

Ans: _____

Q2) What does 'the wind beneath my wings' refer to?

Ans: _____

Song: I believe I can fly

"I Believe I Can Fly"

source:

<http://www.youtube.com/watch?v=jBPBfNiCHio&feature=Playlist&p=736FC8FBC4830FD9&index=0&playnext=1>

<p>I used to think that I could not go on And life was nothing but an a_____ song But now I know the meaning of true love I'm leaning on the everlasting arms</p> <p>If I can _____ it, then I can do it If I just believe it, there's n_____ to it</p> <p>[1]</p> <p>I believe I can fly I believe I can touch the sky I think about it every _____ and day Spread my _____ and fly away I believe I can soar I see me running through that _____ door I believe I can fly I believe I can fly I believe I can fly</p> <p>See I was on the verge of breaking down Sometimes s_____ can seem so loud There are m_____ in life I must achieve But first I know it starts inside of me, oh</p>	<p>If I can see it, then I can do it If I just believe it, there's nothing to it</p> <p>[Repeat 1]</p> <p>Hey, cuz I believe in me, oh</p> <p>If I can see it, then I can be it If I just believe it, there's nothing to it</p> <p>[Repeat 1]</p> <p>Hey, if I just spread my wings I can fly I can fly I can fly, hey If I just spread my wings I can fly Fly-eye-eye</p>
---	--

1. What is the song trying to say?

Ans: _____

2. What does the singer associate himself/herself with? Give reasons to support your answer.

Ans: _____

3. What emotion or insight does the song bring you? Why?

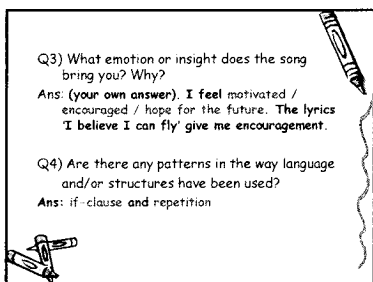
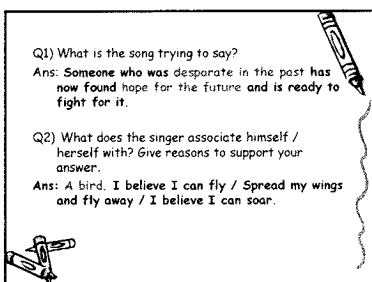
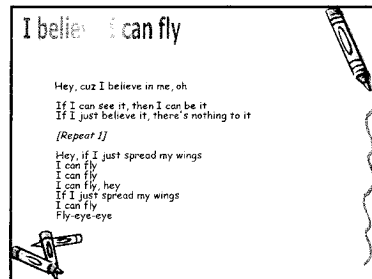
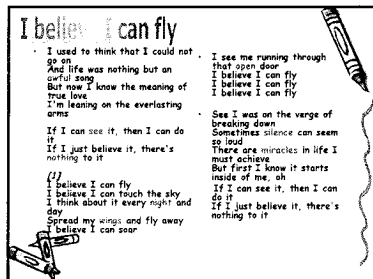
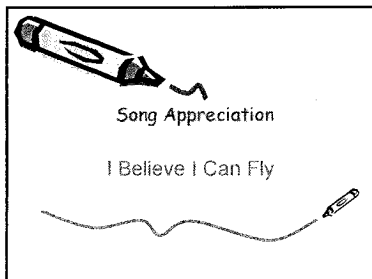
Ans: _____

4. Are there any patterns in the way language and/or structures have been used?

Ans: _____ - clause and re _____,

5. Compared with the song 'I dreamed a dream', which song do you like more? Why?

Ans: _____



Two Songs about Love

All Out of Love

By Air Supply

I am lying a _____ with my head on the phone
Thinking of you till it hurts
I know you're hurt too
but what else can we do
Tormented and t _____ apart

I wish I could carry your s _____ in my heart
For times when my life seems so low
It would make me believe what t _____ could bring
When today doesn't really know, doesn't really know

(CHORUS)

I'm all out of love, I'm so lost without you
I know you were right, believing for so long
I'm all out of love, what am I without you
I can't be too late to say that
I was so wrong

I want you to come back and carry me h _____
Away from this long l _____ nights
I'm reaching for you, are you feeling it too
Does the feeling seem oh, so right

And what would you say if I called on you now
And said that I can't hold on?
There's no easy way, it gets h _____ each day
Please love me or I'll be gone, I'll be gone

(CHORUS)

Ooh.....what are you thinking of
What are you thinking of
What are you thinking of
what are you thinking of

1) What kind of love is expressed in the song? How do you know?

Ans: _____

2) Does the writer have a good relationship with the lover? How do you know?

Ans: _____

3) Why did the writer say 'I was so wrong'? Explain your answer.

Ans: _____

Two Songs about Love

Bridge Over Troubled Water

<p>When you're weary, feeling small, When t_____ are in your eyes, I will d_____ them all; I'm on your side, when times get r_____. And f_____ just can't be found. Like a bridge over troubled water I will lay me down. Like a bridge over troubled water I will lay me down.</p> <p>When you're down and out, When you're on the street. When e_____ falls so hard I will e_____ you. I'll take your part. When d_____ comes And p_____ is all around. Like a bridge over troubled water I will lay me down. Like a bridge over troubled water I will lay me down.</p>	<p>Sail on s_____ girl, Sail on by. Your time has come to shine. All your dreams are on their way. See how they shine. If you need a f_____ I'm sailing right behind. Like a bridge over troubled water I will ease your mind. Like a bridge over troubled water I will e_____ your mind.</p>
---	---

1) What kind of love is expressed in the song? How do you know?

Ans: _____

2) Does the writer have a good relationship with 'you'? How do you know?

Ans: _____

3) In what situations do we always hear this song?

Ans: _____

Appendix

Group Members: _____

Restaurant Survey Form (Task 1)

Name of Restaurant: _____

Address: _____

Telephone Number: _____

Cuisine: pizza / barbecue / seafood / hamburgers / steaks / Chinese / Indian / Japanese /
Malaysian / Thai / American / Vietnamese / Others: _____

Setting / Atmosphere:

comfortable	✓ / ✗
hygienic	✓ / ✗
prices clearly displayed on menu	✓ / ✗
brightly lit	✓ / ✗
romantic	✓ / ✗
others:	

Facilities:

wash rooms	✓ / ✗
parking service	✓ / ✗
others:	

Opening Hours: _____

Prices:

Most expensive choices		
1		HK\$
2		HK\$

Budget choices		
1		HK\$
2		HK\$

Signature Dish: _____

Food Quality: poor / average / high / excellent

Customer Service: poor / average / good / excellent

Other Features:

reservation	✓ / ✗
VIP card	✓ / ✗
others:	

Recommendation:

will not recommend / no comment / recommend / highly recommend

Group Members: _____

Task 2

- (i) Based on the information from Task 1, discuss and award each restaurant stars based on the following criteria.

Restaurant	Criteria	Number of Stars Awarded (colour the stars)			
	➤ Food Quality	☆	☆	☆	☆
	➤ Level of Comfort	☆	☆	☆	☆
	➤ Value for Money	☆	☆	☆	☆
	➤ Customer Service	☆	☆	☆	☆
	Overall rating	☆	☆	☆	☆
	➤ Food Quality	☆	☆	☆	☆
	➤ Level of Comfort	☆	☆	☆	☆
	➤ Value for Money	☆	☆	☆	☆
	➤ Customer Service	☆	☆	☆	☆
	Overall rating	☆	☆	☆	☆
	➤ Food Quality	☆	☆	☆	☆
	➤ Level of Comfort	☆	☆	☆	☆
	➤ Value for Money	☆	☆	☆	☆
	➤ Customer Service	☆	☆	☆	☆
	Overall rating	☆	☆	☆	☆
	➤ Food Quality	☆	☆	☆	☆
	➤ Level of Comfort	☆	☆	☆	☆
	➤ Value for Money	☆	☆	☆	☆
	➤ Customer Service	☆	☆	☆	☆
	Overall rating	☆	☆	☆	☆

- (ii) Compile a recommended list of restaurants with number 1 being the best one.

	Restaurant	Address	Telephone Number	Number of Stars Awarded (colour the stars)			
1				☆	☆	☆	☆
2				☆	☆	☆	☆
3				☆	☆	☆	☆
4				☆	☆	☆	☆

Appendix

Situation

Your school is going to start a gourmet column in the school magazine. As you are in charge of the column, you are going to prepare a restaurant guide for students so that they will know more about the places to eat in the neighbourhood. There are three tasks to complete.

1. Study 4 restaurants near the school and fill in a restaurant survey form for each restaurant.
2. Conduct a meeting (at least 15 minutes long) to:
 - (i) discuss the number of stars you are going to award each restaurant with a maximum of four stars for each criterion.

Restaurant	Criteria	Number of Stars Awarded (colour the stars)			
	➤ Food Quality	☆	☆	☆	☆
	➤ Level of Comfort	☆	☆	☆	☆
	➤ Value for Money	☆	☆	☆	☆
	➤ Customer Service	☆	☆	☆	☆
	Overall rating	☆	☆	☆	☆

- (ii) Compile a recommended list of restaurants with number 1 being the best one.

	Restaurant	Address	Telephone Number	Number of Stars Awarded (colour the stars)			
1				☆	☆	☆	☆
2				☆	☆	☆	☆
3				☆	☆	☆	☆
4				☆	☆	☆	☆

3. Chief Executive Donald Tsang is coming to the school to give a speech to the students. In return, the president of the Student Association is going to invite him for lunch. In a 4-minute PowerPoint presentation, one of your team members should try to convince the president of the Student Association that the most recommended restaurant in your list is very suitable for this occasion.

Appendix m

A suggested plan with guiding questions

When planning your presentation, you might like to consider the following:

1. Introduction.

- Interesting opening comments or stories of the sport to attract the audience's attention.

2. Basic information on the sport.

- Is it an individual or team event?
- What equipment is needed?
- How and where is it played?
- What is the aim of the sport?
- Who controls its rules?

3. The sport's popularity.

- Is the sport played by a lot of people and in many countries?
- Where can the sport be watched?
- Who watches it?
- Who/What are some famous players/teams/events?
- What kind or amount of support do they get from the fans?

4. The pleasures of the sport.

- What makes it enjoyable?
- What skills does it call upon?
- If possible, be personal.

5. The dangers of the sport.

- What sort of injuries (if any) may be risked?
- What abuses take place in relation to the sport?

6. Closing comments.

- Encourage interest in the sport.

7. References (Source of materials)

* Optional item: **Join the Club**

Presentation guidelines

1. Do not read from your script or it will sound unnatural. Put a few headings on cards you can hold easily and glance quickly at as you talk. (e.g. WIMBLEDON; THE US OPEN)
2. Practise your presentation. Make sure it is the right length and that you have time to cover all your points.
3. You will be given feedback under the following headings:
 - Content (Is the information suitable? Is the information interesting?)
 - Organisation (Are the ideas well-connected?)
 - Language (Are the words said correctly? Are the sentences well-formed with suitable tenses?)
 - Delivery strategies (Is the speech given in a natural way and without much hesitation? Can the words be heard clearly? Is there enough eye contact? Are suitable body movements used?)
 - Collaboration with group mates (How well do group mates cooperate in presenting the message?)

Appendix

List of Sports Vocabulary

boo 噓聲, 喝倒采	home and away 在主、客隊	rookie 新入選選手
breakpoint 中斷點	場各賽一場的方式	scoreboard 記分板
buzzer-beater 壓哨球	hoop 籃圈	sensational 感覺的
championship 冠軍	humble 謙遜的	stadium 運動場;球場
cheer 歡呼	in-form 狀態良好	substitute 後備
clinch 得勝	out-of-form 狀態不好	suspension 暫停
coach 教練	injury 損傷	tackle(足球賽的)阻截鏟球
comeback 捲土重來	knockout 擊倒對手	titleholder 冠軍保持者
commentator 評論員	linesman 邊界裁判	tournament 錦標賽;聯賽
cushioning 緩和衝擊	lopsided 傾向一側的	track 跑道
defeat 擊敗	offside 越位	trophy 獎杯
draw 打成和局	on fire 情緒激昂	winning 勝利
dribble 運球, 盤球	overpower 擊敗, 制伏	losing 失敗的
durable 持久的	penalty 犯規的處罰	
equalizer 追成平手的一球	performance 表現	
error-ridden 充斥錯誤	pitch 投, 擲, 扔	
fair play 公平競爭	playoff (因不分勝負而進行	
flawless 完美的	的)延長賽, 補賽	
fluke 僥倖	racket(網球, 羽毛球的)球拍	
foul 犯規	rebound 反彈	
	referee 裁判員	

Appendix m

Extreme sports (also called **action sport** and **adventure sport**) is a media term for certain activities perceived as having a high level of inherent danger.¹ These activities often involve speed, height, high level of physical exertion, highly specialized gear or spectacular stunts.

At present date, there are no careful studies or statistics of deaths to separate activities with low or normal level of danger from those with high level of danger. It is instead used as a marketing term in promoting events such as the X Games.



Wave jumping wipeout. While attempting a forward loop in overpowered storm conditions off the coast of [Cantabria](#), Spain, windsurfer Justin Wheeler gets catapulted

into a high double flip.



Ice climbing is a type of climbing.

While use of the term "extreme sport" has spread far and wide to describe a multitude of different activities, exactly which sports are considered 'extreme' is debatable. There are however several characteristics common to most extreme sports. While not the exclusive domain of youth, extreme sports tend to have a younger-than-average target demographic. Extreme sports are rarely sanctioned by schools. Extreme sports tend to be more solitary than traditional sports.¹ In addition, beginning extreme athletes tend to work on their craft without the guidance of a coach (though some may hire a coach later).

Activities categorized by media as extreme sports differ from traditional sports due to the relatively higher number of inherently uncontrollable variables. Athletes in these activities compete not only against other athletes, but also against environmental obstacles and challenges. These environmental variables are frequently weather and terrain related, including wind, snow, water and mountains. Because these natural phenomena cannot be controlled, they inevitably affect the outcome of the given activity or event.

In a traditional sporting event, athletes compete against each other under controlled circumstances. While it is possible to create a controlled sporting event such as X Games, there are often variables that cannot be held constant for all athletes. Examples include snow conditions for snowboarders, rock and ice quality for climbers, and wave height for surfers.

Whilst traditional sporting judgment criteria may be adopted when assessing performance (distance, time, score, et cetera), extreme sports performers are often evaluated on more subjective and aesthetic criteria. This results

in a tendency to reject unified judging methods, with different sports employing their own ideals and indeed having the ability to evolve their assessment standards with new trends or developments in the sport.

In recent decades the term *extreme sport* was further promoted by X Games, a multi-sport event created and developed by ESPN.^{[9][10]} The first X Games (known as 1995 Extreme Games) were held in Newport, Providence, Mount Snow, and Vermont in the United States.^{[11][12]}

The first authoritative history of the sports was published in 2004. Amped: How Big Air, Big Dollars and a New Generation Took Sports to the Extreme was written by journalist David Browne and published by Bloomsbury. The book provided an overview of the history, culture, and business of the sports and included interviews with athletes, company owners, and marketers.



Hang glider launching from Mount Tamalpais

The definition of extreme sports may have shifted over the years due to marketing trends. When the term first surfaced circa the late 1980s/early 1990s, it was used for adult sports such as skydiving, scuba diving, surfing, rock climbing, snow skiing, water skiing, snowboarding, mountain biking, mountaineering, storm chasing, hang gliding, and bungee jumping, many of which were undergoing an unprecedented growth in popularity at the time. Outside magazine, not the X Games, epitomized the meaning of the term, and if there was a clothing style associated with extreme sports it was an "outdoorsy" look favoring brand names associated with mountaineering or backpacking such as The North Face and Patagonia, Teva sandals or hiking boots for footwear, etc. The term nowadays applies more to youth sports like skateboarding, snowboarding, aggressive skating, FMX and BMX and is closely associated with marketing efforts aimed at the younger generation (e.g. the ad campaigns of Mountain Dew), and with their favored styles of clothing and music, especially the kind of urban baggy look associated with skateboarders, and loud, fast alternative rock.

The term gained popularity with the advent of the X Games, a made-for-television collection of events. Advertisers were quick to recognize the appeal of the event to the public, and as a consequence competitors and organizers are not wanting for sponsorship.



Snowboarder drops off a cornice.

Appendix m

Sports Safety

Participating in sports is great for children and adults, both physically and psychologically. Sports can increase physical coordination, fitness, and self-esteem. In addition, sports can teach about teamwork and self-discipline.

However, players are susceptible to sports injuries. Half of all of these injuries can be prevented with proper use of safety gear, changes to the playing environment, and the establishment of sports rules that help prevent injuries.

Most sports injuries occur most often due to the following factors:

- lack of education and awareness about safety precautions and potential injury
- inappropriate or lack of equipment
- improperly conditioned players

The following are safety precautions recommended to prevent sports injuries:

- Wear appropriate safety gear and equipment.
- The playing environment should be safe.
- Safety rules should be enforced.
- Players should stay hydrated during and after sports.

Safety gear and equipment:

Safety gear should be sport-specific and may include such items as goggles, mouthguards, shin-elbow-knee pads, and helmets. The safety gear should fit properly. In addition, sports equipment (such as bats, baskets, and goals) should be in good working condition and any damage should be repaired or replaced. The playing area should be free from debris and water.

The importance of a physical checkup:

To make sure you or your child is physically fit to participate in a particular sport, a physician should conduct a "sports physical." These physicals can reveal physical strengths and weaknesses and help determine which sports are appropriate.

When is my child ready to participate in sports?

Starting a child in sports too young will not benefit the child physically. The American Academy of Pediatrics (AAP) recommends that children begin participating in team sports at age 6, when they better understand the concept of teamwork. However, no two children are alike, and some may not be ready physically or psychologically to take part in a team sport even at age 6. A parent should base his/her decision on whether to allow the child to take part in a particular sport based on the following:

- age
- weight
- build
- physical development
- emotional development
- child's interest in the sport

Note: The American Academy of Pediatrics (AAP) recommends that late-developing teens avoid contact sports until their bodies have developmentally "caught up" to their peers' bodies.

The importance of hydration:

Sweat lost during sports must be replaced with equal amounts of fluids, usually 1 to 1 1/2 liters per hour of intense sports activity. You or your child should drink fluids before, during, and after each practice or game. To avoid stomach cramps from drinking large amounts of fluids at once, drink about one cup of water (or a type of sports drink) every 15 to 20 minutes. Drinks to avoid include those with carbonation and caffeine.

The following are the most common symptoms of dehydration. However, each individual may experience symptoms differently. Symptoms may include:

- extreme thirst
- weakness
- headache
- dark-colored urine
- slight weight loss

If you or your child exhibits signs of dehydration, make sure you/he/she receives fluids immediately, as well as a snack. The symptoms of dehydration may resemble other medical conditions or problems. Always consult your physician for a diagnosis


Appendix m

Name: _____

Class: _____ ()

Sports and the Alphabet

I. Work together to find one sport beginning with each of these letters of the alphabet.

A	L	
B	M	
C	N	
D	P	
E	R	
F	S	
G	T	
H	U	
I	V	
J	W	
K	Y	

II. Choose a kind of sports that you would like to try and give FIVE reasons.

Exciting	challenging	thrilling	relaxing
Competitive	dangerous	frightening	risky
Exhausting	nerve-racking	demanding	physically demanding
Accurate	cooperative	daring	graceful
careful	determined	courageous	athletic
patient	intelligent	imaginative	talented
adventurous	thoughtful	confident	self-actualized

I would like to try _____ because

III. In a group of four, discuss which kind of extreme sports or sports you would like to try.

You are _____ and you like _____, but you don't like _____.

Start your conversation by saying:

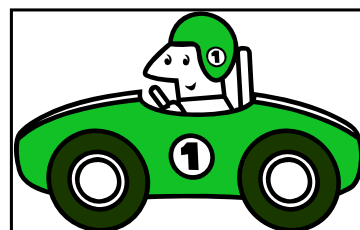
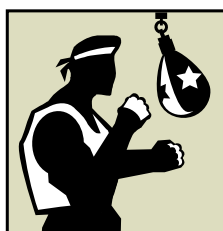
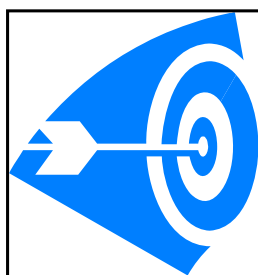
A: I'd love to try _____ because it is _____

B: really? Why?

C: Yes, I agree with you because...

D: No, I'm afraid I don't agree because...

IV. After six minutes, report which kind of sports your group would like to try and why.



Appendix m

Pre-assessment Activities:

I. Reading

Introduction of Diving



香港業餘游泳總會有限公司 Hong Kong Amateur Swimming Association Limited

Introduction of Diving

Diving is one kind of admirable sporting events, which differentiate into springboard diving; platform diving and synchronized diving.

Springboard diving can perform on either 1M or 3M springboard. 10M platforms will be the case for Olympics, world championships and world cup championships. Female contestants have to complete 5 dives, and male contestants have to complete 6 dives in open event.

In the age group diving competition, the number of dives performance is decided by the diver's age. About the detailed competition format can refer to Hong Kong Age Group Diving Championships.

In diving contest, either 5 or 7 judges shall officiate in the individual events and 9 judges in the synchronized diving events. And 7 judges are applied in Olympics, world championships and world cup championships. With 10 being the perfect score for each dive, awards are given in half point increments according to the following scale:

Completely fail 0	Unsatisfactory 0.5 - 2
Deficient 2.5 - 4.5	Satisfactory 5 - 6
Good 6.5 - 8	Very Good 8.5 - 10

Judges will judge each dive by the standing position, approach, take off, and flight, entry into the water.

Competitions in Hong Kong

Date	Item Title
May 04, 2009 at 03:54 PM	Hong Kong Age Group Diving Championships 2009 Order List
Apr 29, 2009 at 04:41 PM	Hong Kong Age Group Diving Championships 2009 Programme

Appendix m

A **diving platform** or **diving tower** is a type of structure used for competitive diving.



Competitive Diving Platform or Tower

They consist of a vertical rigid "tower" with one or more horizontal platforms extending out over a deep pool of water. In platform diving, the diver jumps from a high stationary surface. The height of the platform(s) - 10 metre/33 feet, 7.5 metre/24.7 feet and 5 metre/16.5 feet - gives the diver enough time to perform the acrobatic movements of a particular dive. Most platforms are covered by some sort of matting or non-slip surface to prevent athletes from slipping.

Divers have to perform a set number of dives according to various established requirements, including **somersaults** and **twists** in various directions and from different starting positions.

II. Reading and Viewing

A) Reading

Thomas Robert Daley (born 21 May 1994 in Plymouth, United Kingdom) is a British diver, who specialises in the 10 metre platform event. He started diving at the age of seven, and is a member of Plymouth Diving Club. He has made an impact in national and international competition at an early age. He represented Great Britain at the 2008 Summer Olympics, where he was Britain's youngest competitor, the youngest competitor of any nationality outside of the sport of swimming, and the youngest to participate in a final

Rank	Name	NOC	Points	Points Behind
1	<u>MITCHAM Matthew</u>	 Australia	537.95	
2	<u>ZHOU Luxin</u>	 China	533.15	4.80
3	<u>GALPERIN Gleb</u>	 Russian Fed.	525.80	12.15
4	<u>HUO Liang</u>	 China	508.40	29.55
5	<u>GUERRA OLIVA Jose Antonio</u>	 Cuba	507.15	30.80
6	<u>HELM Mathew</u>	 Australia	467.70	70.25
7	<u>DALEY Thomas</u>	 Great Britain	463.55	74.40

B) Viewing

Watch the video about a very outstanding and young diver in the 2008 Beijing Olympic Games.

http://www.youtube.com/watch?v=VZAyh_I46cE

http://www.youtube.com/watch?v=Wii0zk1h6_o&feature=related

III. Reflection

1) What personality and characters traits do you think are necessary for Thomas to have to help him so successful?

2) What other factors are there to shape his success?

3) How can young people overcome their barriers by doing platform diving?

4) What side effects will there be to the diver if he practices too much?

5) If you had a friend as talented as Tom, would you recommend him to join the diving team?

Appendix

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation. If you wish, you can add your own opinions or ideas.

A

China's only-children

China's one-child policy is of great interest to the rest of the world. It is a bold experiment in controlling the problem of over-population. When this policy came into effect a number of people voiced their concern and now, over 10 years later, the world is watching to see how the only-children in China are growing up.

The children born under the one-child policy are now teenagers and they live in a country which is more open than when they were born. When their parents were young, life in China was extremely hard. Many people lived in poverty and hunger. Now that these people have a child of their own, it seems they are doing everything possible to give them a better life than the one they experienced. Parents are providing their children with more food and clothing, better schooling, and imported luxuries to compensate for their own lack of childhood comfort.

However, some parents are now worrying that they may have spoiled their children by giving them too much. There have been examples of children behaving in an extreme way if their parents ignore their requests. Recently, a teenage boy threatened to jump from the roof of a building because his mother had refused to cook his favourite dumplings for breakfast. It seems that some only-children do not like to be told 'No' and will resort to violence and even murder to get what they want.

David Wu, a social scientist at the University of Hong Kong, believes it is too early to say what these children will be like when they grow into adults. 'There are many possible outcomes. The children may grow into rebels who will throw out the Chinese Communist Party, or, equally, they could become even more nationalistic and extreme in their communist views.'

B

Are youngest children different?

The position you were born into in your family may have a very strong influence on your personality, according to American social scientist Doctor Frank Sulloway. For more than 20 years the doctor has been working on a study of the lives and families of over 6,000 famous people.

Doctor Sulloway's research seems to suggest that the youngest children in families are more hardworking and more prepared to accept new and different ideas than their older brothers and sisters. The results of his studies indicate that, because a person is born the youngest in the family, he or she has to fight and adapt in order to survive. Consequently the personalities of these children are affected by this early experience of competition with their older siblings. They have the ability and the motivation to try and find their own route through life.

In all areas of life, the youngest will try to do things differently from the older children in the family. This could be because they are not as good as their brothers and sisters in certain areas. Perhaps, for example, a younger sister has tried but failed to play the same sport as her older sister. This failure may have prompted the younger sister to choose a totally different sport in order to succeed. More likely though, she knows it will be safer not to even attempt anything which her older sister is already successful at.

Some famous youngest children in Hong Kong families include Emily Lau Wai-hing, a politician who has spent many years fighting for democracy and human rights. She is the eighteenth child – her father married twice. Also, Canto-pop singer Josie Ho is the youngest daughter in her family and is famous for her outrageous stage shows.



First-born children

If you are the oldest child in your family, you might be interested to hear what some psychologists say about being the first-born. These psychologists have developed theories about how people's personalities are shaped by their position in the family. Apparently, the first-born is likely to be the most similar to its parents. When the child grows into an adult it may share similar views on the world to its parents and possibly even have the same occupation. For example, it is very common for the first child of a teacher to become a teacher as well.

For the first few years of life, it is the parents who have the greatest influence on the child. Even when there is a domestic helper or grandparent in the home, research shows that the parents will still have the strongest effect on the child's personality. In fact, many psychologists now believe that a child's basic personality is formed by the age of three, so the later influences of school, college

and work, however important, will do little to change the character of a child.

Perhaps it is not surprising that the oldest child grows into a younger version of its parents. Firstly, there are no older children in the family to copy or learn from. The first-born child's only role model at home is its parents, who demonstrate every day, deliberately or unknowingly, their views on the world, their sense of style, taste in food, clothes, humour and other things.

Another important factor, of course, is that the mother and father are experiencing and experimenting with their new roles as parents, which must have an effect on the first-born child. By the time the second child is born, parents are generally more relaxed and experienced at the job.



One-parent families

Not everybody grows up in a home with both parents. There are more one-parent families around than you might imagine. In fact, there are many situations which can arise causing either a mother or father to be left alone to take care of the children at home.

Some parents separate and divorce, leaving the children with only one parent. It's not always the mother who becomes the main child-carer, sometimes the father looks after the children. Alternatively, the parents could share the responsibility so that the children spend an agreed amount of time in each of their respective homes.

It is not unusual in the modern world for one parent to live and work abroad. Many families are split because one of the parents has to take a job overseas. The children have to adjust to living without one of their

parents for long periods of time. In Hong Kong there are many Filipinas who have left their children at home in the Philippines with their fathers. Hong Kong Chinese fathers can also be away from home for months at a time if they work on the Mainland. Holidays may be the only time when the whole family is reunited.

Perhaps the saddest situation is when one parent dies and the children are left with the surviving parent. For local teacher Robert Chan it was a tragic shock when his wife became ill with cancer. She died within months and suddenly Robert and his two children became a single-parent family. Robert chose to leave his teaching job because it meant he didn't see enough of his children, and he started writing books from home. Now he spends a lot of time with his children and fits in his writing work when they are at school or asleep.

Part Two – Group Discussion (Total time: 12 minutes)

The Drama Club at your school has decided to put on a play about families. Students have been asked to think of some ideas for the drama.

You and your friends want the story-line to be about the problems most families face and how children may be affected by them. Along with these issues, you may also wish to talk about how you will present the drama.

You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.

The examiners cannot answer any questions about the instructions or the task you have to discuss. If you have any questions, you may discuss them among yourselves and that will be an acceptable part of your group discussion which will be assessed.

Part One – Individual Presentations (1½–2 minutes each; total time: 8 minutes)

Read the following passage. You may make notes to use as the basis for your presentation. If you wish, you can add your own opinions or ideas.

(A)

A change for the better?

The process of mixing two types of plants together to make a whole new type of plant is called genetic, or food engineering. This may seem like a very modern thing to do, but in fact, studies of old civilizations have revealed that ancient farmers in Central America were using similar techniques 7000 years ago.

The natives of Mexico were practising food engineering when they took one variety of wild grass and crossed it with another type of grass to make what we know as corn or maize. For hundreds of years the farmers selected the best crops and mixed them together so that the good genes, or biological strengths, of the corn continued and the bad genes were lost, thereby improving crops. Eventually the gene for the new corn crop was fixed to produce the corn we all eat today.

The food engineering which takes place nowadays still involves corn, as well as many other plants we eat, especially fruit. There are completely new fruits, such as the green kiwi, and new types of apples which are sweeter and more juicy than other varieties. As well as these, there are seedless grapes and oranges, all of which are easier to eat than the original varieties which contain pips and seeds. Another result of genetic engineering is crops which are resistant to insects.

Recently, however, there has been a lot of controversy about changing the genes of natural food crops. Some people are afraid that new developments in food engineering may affect the environment in ways we cannot predict. For example, crops which are more difficult for insects to attack may result in a drop in insect numbers. This in turn could result in a shortage of food for birds, which depend on insects to survive.

(B)

Improving the human race

A famous British scientist, Professor Stephen Hawking, recently gave a speech in London about the future of science. Much of what he talked about concerned research into the creation of human life in a laboratory. At one time, such an idea would only have appeared in science fiction and horror stories. Now, however, it is close to becoming a reality.

Professor Hawking made many references to the discovery of DNA, the chemical code which makes up all living creatures. In each living cell, this code appears in a line, just like a supermarket bar code which tells the cash machine the price of an item. Hawking made the point that every DNA code can be copied. This means that scientists will be able to copy the DNA contained in human cells and create new cells from them. Eventually, they will be able to make 'clones', or copies of naturally-born humans.

Even if they are unable to reproduce a whole human, Hawking explained, scientists will be able to use their research to alter the genes of future generations of babies. They may, for example, be able to change the babies' genetic code in order to get rid of weaknesses. In theory, scientists will be able to help mothers produce children with strong physical and mental attributes, such as healthy bones and teeth and highly-developed brains.

Professor Hawking, along with many other scientists and religious leaders, believes this kind of scientific experimentation should be banned by the government, however. He does not think it is a healthy or useful branch of science. He warns that copying human cells raises many ethical issues which have not been adequately discussed. He realizes, though, that even if DNA experiments are forbidden, some scientists will perform them anyway.



Improving the quality of food

Everyone knows that scientists are able to modify and improve plants and crops. These scientists can actually take the genes, or biological information, from a fruit and change it so that the fruit grows bigger and more tasty. Farmers regularly try to improve the quality of the food they produce with the help of scientists, but recently people have become concerned that 'genetically modified' (GM) food may not be totally safe.

Many experts claim that there are no risks attached to eating GM food. However, other experts are worried that not enough tests have been conducted on GM food and that little is known about its long-term effect on health. Those who support GM food claim there is no evidence to prove it is dangerous. Those who are against it say there is no evidence to prove it is *not* dangerous, because it will take many years before any negative effects are seen.

Environmental groups such as Friends of the Earth have asked governments to pass laws that force food producers to label any food that has been genetically modified. Officials have responded positively in many countries, believing that consumers need to know what they are buying if they are concerned about the safety of GM food. The British government, for example, has agreed to label GM food in shops and restaurants.

Some pressure groups in Britain would like to ban GM food altogether. They argue that the government is putting money before health and safety with respect to GM food. However, as the rest of Europe, America and Asia are selling GM food, the British government believes it needs to sell it too so that UK food producers can continue to be competitive. It remains to be seen whether GM food will ever be fully accepted.



Changing the nature of animals

Three years ago, scientists from all over the world were talking about a sheep called Dolly. Dolly was special because she had been created by scientists who were experimenting with DNA. They had taken a cell from a normal sheep, developed this cell in a laboratory, then planted it inside a female so that it would grow normally and have a natural birth. When she was born, Dolly caused a great deal of discussion on the subject of cloning (creating animals from the cells of an existing one).

Since that time, there have been many more experiments involving the creation of 'test-tube' animals. The public usually only get to hear the success stories, but last year, Doctor Griffin, a British scientist working in the institute which produced Dolly the sheep, wrote a report highlighting some of the failures.

The report covered some of the latest experiments which involved the cloning of cows. Many of the cows died at birth or several weeks later as a result of ill-formed body organs. Several of the cows that survived were born with deformities such as missing legs. The report also revealed that there could be sudden changes in the cows' immune system, meaning that they could easily die of something as harmless as a common cold. Those cows that survived are not expected to have a very long life.

Doctor Griffin concluded that there are clearly problems attached to making clones of animals. 'It's not at all surprising that it doesn't work all the time,' he said. 'We know very little about this new area of science.' In spite of the current high rate of deaths, scientists who support the idea of cloning are confident that after a lot more research into the subject, they will soon be able to produce healthier animals.

Part Two – Group Discussion (Total time: 12 minutes)

RTHK is planning to produce a programme on young people's attitudes to genetic engineering. It has invited a group of students to take part in a live discussion on air.

You are a member of a group of four students who have been invited to take part. You are meeting together to discuss what points you want to make. You may want to talk about food engineering, as well as human and animal cloning and what the possible developments will be in the 21st century.

You do not need to come to a final decision or to reach a conclusion to your discussion. You should try to discuss both the content and procedures involved in your discussion task. You cannot take notes or write during the discussion.

The examiners cannot answer any questions about the instructions or the task you have to discuss. If you have any questions, you may discuss them among yourselves and that will be an acceptable part of your group discussion which will be assessed.

Appendix

1. Select a topic
2. Revise the function of each hat before starting your research
3. Place your notes under the relevant hats

CHOSEN TOPIC: _____



Remember the Six Thinking Hats?

• • • | 6 Thinking Hats

- White hat – Facts & Information
- Red hat – Feelings & Emotions
- Black hat – Critical Judgement
- Yellow hat – Positive Judgement
- Green hat – Alternatives and Creativity
- Blue hat – The Big Picture

• • • | Application




- Initial Ideas - Blue, White, Green, Blue
- Choosing between alternatives - Blue, White, (Green), Yellow, Black, Red, Blue
- Identifying solutions - Blue, White, Black, Green, Blue
- Solving Problems - Blue, White, Green, Red, Yellow, Black, Green, Blue
- Performance Review - Blue, Red, White, Yellow, Black, Green Red, Blue

	<p>Before you do any research, write in the space below how you currently feel about the topic. Write only one sentence and DO NOT give examples or justify your answer.</p>
	<p>Use the white hat to list the facts. It can be used to report on someone else's feelings BUT NOT your own. Use the white hat to separate fact from speculation and to identify areas that need further actions or research.</p> <p>Include a brief description or definition of your chosen topic and any other relevant factual information.</p>



Use the yellow hat to list the values of an idea, its benefits. Give reasons or examples to support the idea.

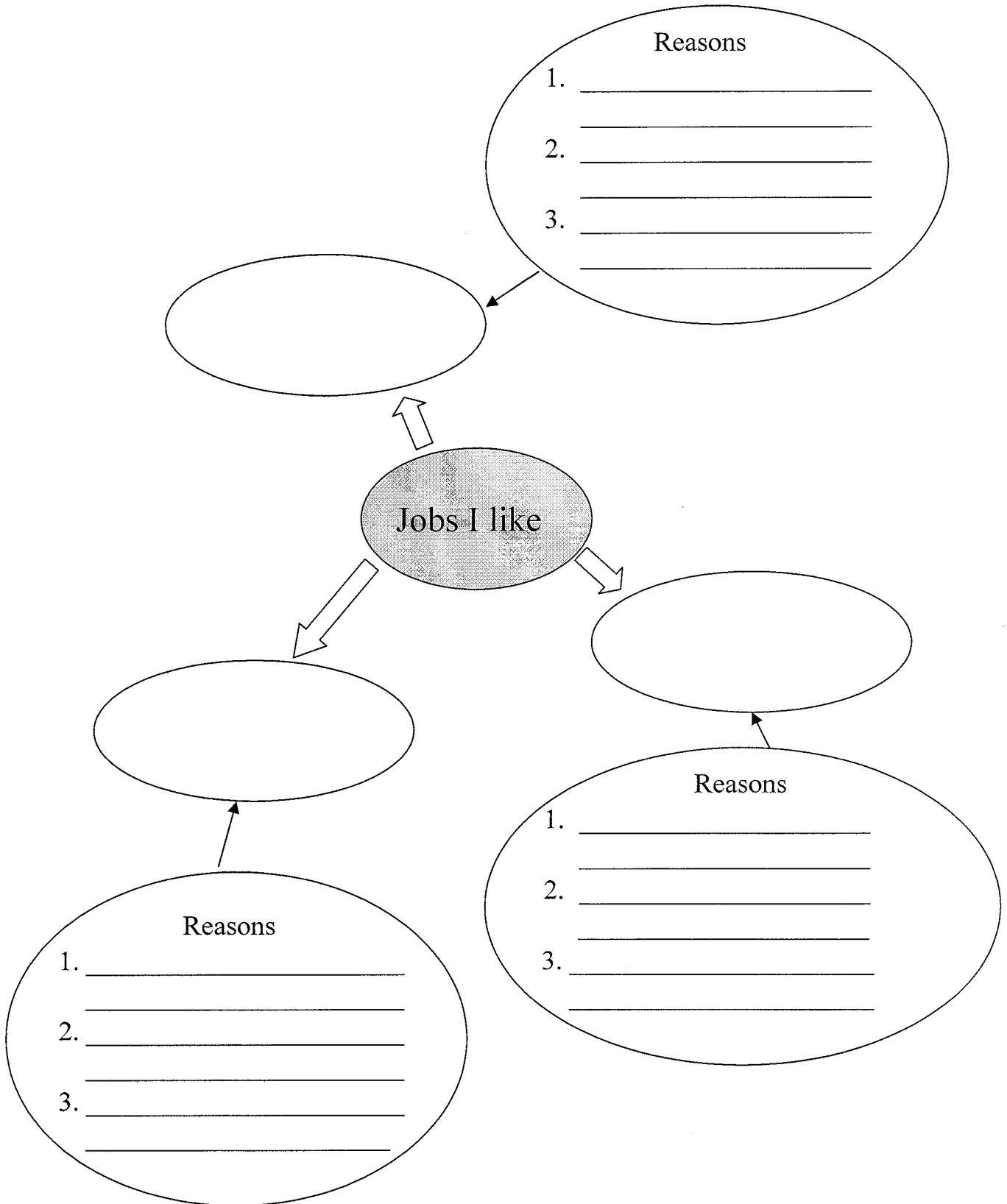
List the advantages and support each with an example and/ or a reason.

	<p>Use the black hat to point out difficulties and potential problems. Give reasons or examples to support the idea.</p> <p>List the disadvantages and support each with an example and/ or a reason.</p>
	<p>Use the green hat to think about alternatives and new ideas.</p> <p>Explain what can be done and why.</p>
	<p>Use the blue hat for summaries, overviews and conclusions.</p>

Appendix m
Handout One – Easter Holiday

Workplace Communication Project

Task One: List three jobs that you would choose from and take up in your future



Handout One – Easter Holiday

Task Two: Collect, stick on pages 3-4 & read job advertisements about the three jobs that you have put down on page 1 by browsing various websites & newspapers

e.g. <http://jump.mingpao.com/cfm/index.cfm>

http://www.jobsdb.com/Hong_Kong/

<http://hongkong.recruit.net/>

e.g. Recruits, the Classifieds

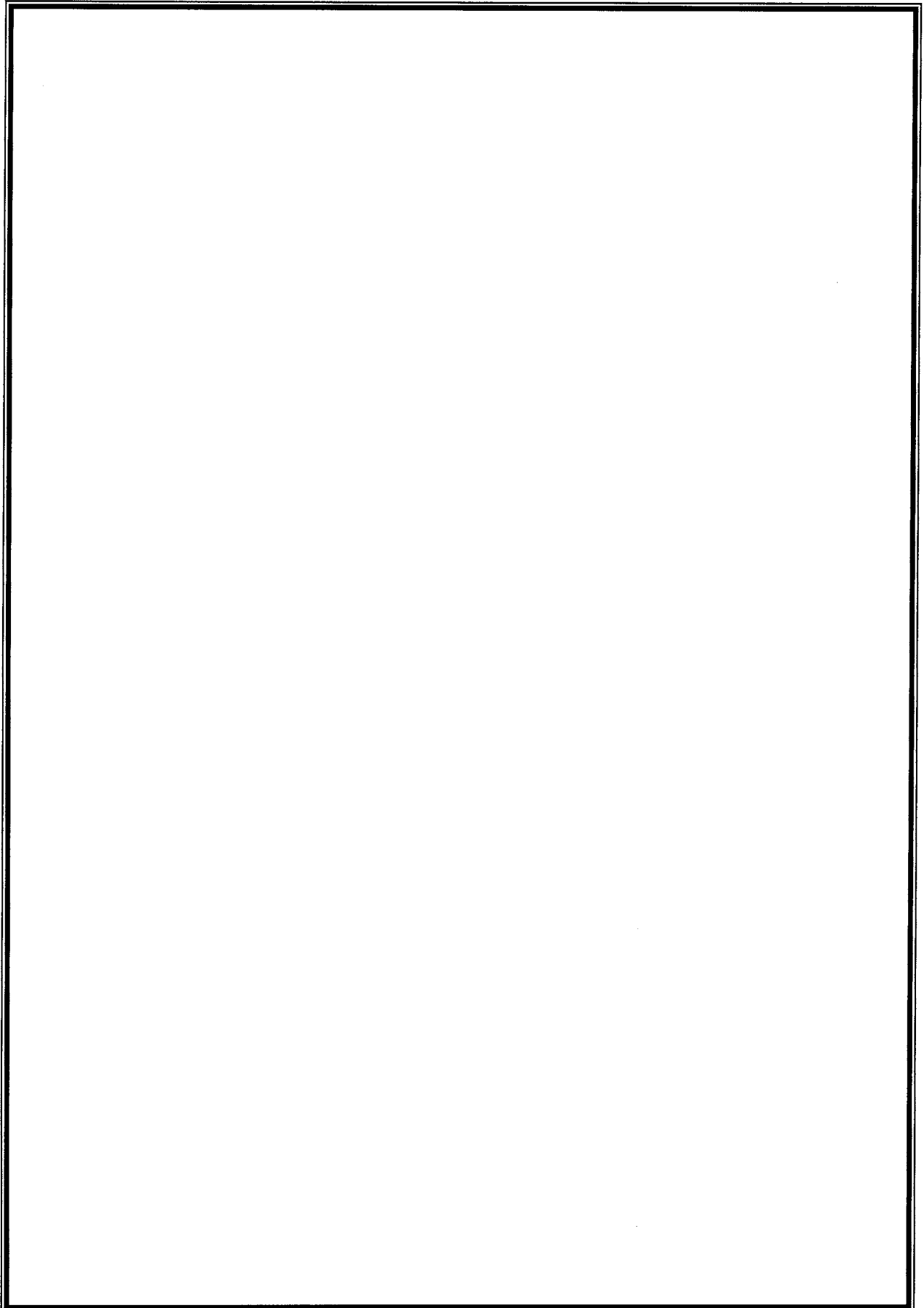
Then analyze the job nature and the required qualities in the table below.

Job	Job Nature/Duties	Required Qualities& Qualification

Handout One – Easter Holiday

Task Three: Stick the job advertisements here. If there is not enough space, keep them in a folder.

Handout One – Easter Holiday



Handout Two – Notes For Group Discussion

Job	Job Nature/Duties	Required Qualities & Qualification	Benefits	Disadvantages

April 8 2009

Dear Principal,

Application for a Teaching Post

I am writing to inquire whether your school will have any vacancies for a teaching post (Economics/Liberal Studies/Integrated Humanities) in the academic year 2009-10 and to express my genuine interest in serving your students if I am honoured to.

By way of background, I graduated in June 2006 with a Bachelor of Social Sciences degree, majoring in Psychology and Economics & Finance, attaining the Second Class Honors Division One. This three-year undergraduate education, apart from preparing me to be a professional in my majors, has also given me a thorough foundation in humanities such as Social work and Administration, Politics and Sociology. As it is my ultimate goal to pursue my career as a teacher, I took the Postgraduate Certificate Diploma of Education (PGDE) upon graduation.

To pursue my ultimate goal of teaching, I further equipped myself with considerable teaching experience, both inside and outside the ambit of classrooms. I had been a private tutor since F.6 until the commencement of full-time teaching. In 2005, I went to Mainland China as a volunteer teacher in World Vision, where I was responsible for teaching English and computer technologies to the students in living rural areas. In the summer of 2006, I taught HKCE level English Language in a secondary school and Mathematics in a primary school. From all these experience, I did acquire valuable skills in teaching and communicating with students sharing a spectrum of abilities and background.

Consistently, I aim at developing myself more than on the academic ground. During my university studies, I brought the same level of commitment and dedication to the various student bodies or teams of which I was an executive committee member. The highlights of these extra-curricular activities were my elections as the General Secretary and Chairperson of a committee of the Faculty of Social Sciences, representing the follow students on university and faculty affairs. I have learnt a great deal, ranging from leadership to inter-personal skills in these activities.

I joined the Top priority Secondary School in August 2007. in respect of teaching, I have been a class teacher of Secondary One to Two, teaching the subject of Integrated Humanities (IH). I am the IH form coordinator and responsible to teach IH to Secondary One to Three. As such, I have been substantively involved in the formulation and construction of the IH curriculum, including teaching schedule, teaching materials and learning activities. Being a coordinator as well as managing three forms of teaching has truly been a challenge for me. But once again, challenges posed mean a precise time to learn and as such, I have obtained a comprehensive and in-depth understanding towards the subject in junior forms. Also, I am confident that what I have acquired will also be

Application A/P1

Application A

useful for me to evaluate, plan and improve any subject curriculum during my teaching career of many years to come.

Concerning the other disciplines, I actively participated in and in many occasions, contributed to various school events and activities of students' societies so as to dedicate to the school whenever it is deemed appropriate and also to integrate myself fully into the students. Furthermore, I am the coordinator of Personal, Social and Health Education (PSHE) and member of various school management teams. Indeed, I am more than delighted to engage in other areas concerning school affairs apart from my principal teaching subject. It is my genuine aspiration to develop professionalism requisite for my career through these duties and responsibilities.

I, once being a freshman in the education field, have seized every occasion to learn and advance. I hope that the said experience could prove me a confident, accomplished and promising candidate who would be ready for and least-susceptible to the incoming trials, and join your school, the years ahead will be a welcome challenge, for which I plan to face with my arsenal of passion, dedication and discipline.

In supporting my application, I attach herewith my personal curriculum vitae for your reference. I sincerely hope that my application will be considered. Thank you for your attention and I look forward to meeting you soon.

Yours sincerely,

Encl. Personal Curriculum Vitae

Application A

Resume

Personal Information
Name:
Address:
Telephone:

Education
Tertiary Education
Postgraduate Diploma of Education (HKU) 2006-2007
The University of Hong Kong 2003-2006
Bachelor of Social Sciences (Majoring in Psychology and Economics and Finance)
(with Second Class Honors Division One)
Secondary Education
HK Ho Ho Ho Memorial College 1996-2001
Victory Secondary School 2001-2003
HKCEE Examination Result:
Chinese Language D
English (Syllabus B) C
Mathematics D
Economics A

HKALE Examination Result:
Chinese Language and Culture D
Use of English C
Economics B
Mathematics and Statistics (AS) C

IELTS: 7.5 out of 9
LCCI Examination (Second Level): Passed
The Associated Board of the Royal Schools of Music Piano (Grade 8): Passed with merit

Awards	Name of Award	Grantor	Date Received
	HKU Worldwide Exchange Scholarship	The University of Hong Kong	October 2005
	Sir Edward Youde Memorial Prize	Victory Secondary School	March 2003
	The Leung Chan King Chi Memorial Scholarship	Victory Secondary School	November 2002
	5-year Punctuality Reward	HK Ho Ho Ho Memorial College	June 2001

Application A

Activity	2005-2006	Being an exchange students in Simon Fraser University in Canada for one semester
	2003-2004	The executive Committee of Social Sciences Society, Hkusu Councilor of Social Sciences Society Council Chairman of Central Election Commission Group leader of Social Sciences Summer Program Farewell Committee of Lee Hysan Hall
	2002-2003	Group leader of Orientation Camp
	2001-2002	Financial Secretary of House Committee
		Vice-chairman of Peer Counseling Team Choir
Experience	Teacher – The Top Provity Secondary School (08-09)	
	Being a S.1 Integrated Humanities Coordinator	
	Teaching S.1-S.3 Integrated Humanities	
	Being a S.2 Class Teacher	
	Being a S.2 PSHE Coordinator	
	Core member of Student Affairs and Welfare Team	
	Teacher – The Typoic Prconty Secondary School (07-08)	
	Teaching S.1 Integrated Humanities	
	Being a S.1 Class Teacher	
	Practicum – St. Baby College (02/07-05/07)	
	Teaching S.3 and S.6 Economics	
	Summer Tutor – St. Peter College (07/06-08/06)	
	Teaching HKCEE English	
	Summer Tutor – Long Island Memorial School (08/06)	
	Teaching P.3 and P.4 mathematics	
	Internship- World Vision in Yunnan (06/05-08/05)	
	Organizing English lessons and computer workshops for the children in villages	
	Organizing summer camp	
	Conducting research about the formation of orphans in villages	
	Summer trainee- PCCW (07/01-08/01)	
	Selling and promoting telephone lines and internet services	
	Answering customers' queries	
Hobby	Playing badminton, Reading,, Web browsing, Playing piano	
Skill	Typing Skills	English Typing 70WPM; Chinese typing 30WPM
	Language Skills	Fluent Cantonese, English and mandarin (both written and spoken)
	Computer Skills	MS Windows, MS Offices

Appendix m

Application B

Dear Principal,

Application for the Post of economics and Liberal Studies Teacher

I am writing to enquire whether you have any teaching post in Economics and Liberal Studies in your esteemed school in the coming academic year. I would appreciate the opportunity to put the skills I have acquired in Hong Kong Institute of Education. I graduated from the Hong Kong University of Science & Technology in 2004. Currently, I am a final year student at the HKIED student at the HKIED studying, Postgraduate Diploma in Education.

During this study period, I have apply a number of voluntary work at Hong Kong Federation Youth Groups and HKIED, such as the school voluntary work – Student Helper in school information day and being a subject representative in Liberal Studies. Participating in these workshops and volunteering with these organizations has better prepared myself to become an effective and efficient teacher. It has given opportunities for me to develop leadership skills and counseling skill. Also, under the Peer Counselling Training Programme, I have learn to facilitate my personal growth and the spirit of mutual help, the programme have given me to develop a better self-awareness, problem solving skills, capable of self-help and helping others.

With the block practice experience I have gained in the Number One Secondary School, I believe I am sufficiently qualified to apply for the position. I am patient, diligent and willing to learn. I can deal with the problems in student's behavior; handle the day-today class teaching and work under pressure. This experience has helped me to learn how to deal with students, and handle the different situation of classroom management. Besides the above I have mentioned, in the school sport day held in Number One Secondary School, it has also field. I am confident that yours school requires these skills. I enclose my resume and look forward to having the opportunity to answer any questions you may have regarding my application. I am free for interview at any time.

Yours faithfully,

Encl. Resume, Educational Aspiration

Application B

Name: CHAN TAI MAN

Gender: Male

Date Birth: 14th Feb, 1980

Address: Hong Kong

E-mail address: taimanchan@yahoo.com

Contact No. 2345 6789

Career Objectives

I am eager to develop my career in the field of education. With my enthusiasm and commitment in teaching, I want to apply my knowledge and experience in teaching students to learn effectively and happily in school.

Educational Background

2008-Present	The Hong Kong Institute of Education Postgraduate Diploma in Education (Secondary) Programme Liberal Studies (One-year Full time)
2003-2004	The Hong Kong University of Science and Technology Master of Science in Economics
1999-2003	University of Leicester Bachelor of Arts in Economics

Professional Qualification

February-March 2009	Adventure Based Counselling Practitioner Foundation Diploma
February-March 2009	First Aid of St. John
February-March 2009	Mental Health of First Aid

Working Experience

November-December 2008	Teaching Practice in Number One Secondary School Duties: 1. Taught Form 2 student Liberal Studies 2. Assisted the Form teacher in the Sport Day
October-January 2007	Hong Kong College of Technology Position: Part Time Teacher Duties: Taught Principle of Economics

Application B

April 2005-September 2008 Excellent Development (HK) Ltd

Position: Marketing Executive

Duties: Organized Marketing Activities

Extra-curricular Activities

November 2008 – 2009

Hong Kong Federation of Youth Groups

Certificate Leadership Course for Students of

The Hong Kong Institute of Education

Position: Member

Duties: Participated in a variety of co-curricular activities to prepare my self to have leadership skills

2008-2009

Peer Counselling Training Programme

Position: Peer Counsellor

Duties: 1. Peer Counselling Training

2. Services to the primary and secondary schools by peer counselors

2008-2009

The Hong Kong Institute of Education

Postgraduate Diploma in Education (Secondary) Programme

(One-year Full time) Liberal Studies Student society

Position: Student representative

Duties: 1. Held student committee meeting with school officer

2. To hold different functions for Liberal Studies students

2008-2009

The Hong Kong Institute of Education Open Day 2008

Position: Student helper

Duties: Helping to promote Liberal Studies Education Program

Skills

PC Knowledge: Windows, Microsoft Word, Excel PowerPoint

Languages: Cantonese- fluent in speaking, writing and reading

Mandarin-conversational

Good English

Interests & Hobbies

Cycling, reading and ball games

Application B

References

Dr. Davidson
Assistant Professor
Department of Policy and Administration
The Hong Kong Institute of Education
Contact No. 9876 5432
Address: 20 Block A
10 Lo Ping Road
Tai Po, New Territories

Dr. Swith Woolf
Associate Professor
Department of Psychology, Counselling and
Learning Needs
The Hong Kong Institute of Education
Contact No.: 8756 2345
Address: 10, Block C
10 Lo Ping Road
Tai Po, New Territories

Application B

Education Aspiration

I have a goal, which is to make every student, not only perform well academically, but also showing passion in learning new ideas as well as behave as a responsible and charitable citizen.

I consider education as a mission, which is long lasting and requires heavy responsibilities. Its very objective is facilitate youngling to think independently and critically. My role is to create learning opportunities as well as provide a good learning atmosphere, which allows my students to explore possibilities. They will be thirst for new techniques and ideas, and actively develop their own way of independent thinking. Such attitude and habit will benefit the rest of their lives.

Education is not only a step for students to become intelligent students. More importantly, this subject acts as a medium to develop students' ability to "observe, analyze and create/" through innovative different means of activities and workshops held during lessons, students' visions would be broadened and their social awareness and ideology acceptance would be developed.

I being a green to this field, realize that I still get much to learn. The up ahead challenge teaching fellow students academically, guide them the right path to become responsible and charitable citizens is tough. I am well equipped and ready to commit – to teach, and learn from the students.